

3rd Grade ELA Curriculum Unit Map
Weeks 1-6 Lesson Seeds
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Unit Title: Reading, Thinking, Talking, and Writing about Informational and Literary Text

Overview: This unit begins by introducing students to close reading through a daily routine of reading and rereading poetry for a variety of purposes. While reading poetry students will practice asking and answering questions, determining the meaning of unfamiliar words and phrases, and writing about their thinking. Students will be exposed to a variety of strategies for determining the meaning of unfamiliar words in literary and informational texts including asking questions and using context clues. Students will practice determining importance in both literary and informational texts. For example, while reading literary texts students will recount the important the events and then determine each story’s central message or lesson. While reading informational texts, students will learn strategies for determining the main idea. A section on “Interactive Read Aloud” has been included in the Lesson Seeds. During the Read Aloud students will be exposed to a variety of texts that can also be used during the Mini-lessons. They will also be introduced to a variety of discourse strategies such as effective listening and adding on to what others say.

Focus Standards:

- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal for nonliteral language.
- RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 2-3 text complexity band independently and proficiently.
- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in text relevant to a *grade 3 topic or subject area*.
- RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Supporting Standards: RL.3.5, RI.3.5, RF.3.4a, RF.3.4b, L.3.3a, L.3.4a, L.3.5a, L3.6, W.3.8, W.3.10, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.3, SL.3.4, SL.3.6

Reading Workshop is the recommended framework for standards-based reading instruction. The workshop framework is a cycle of differentiated support that begins with whole group instruction, narrows to small group and individual instruction based on student need, and concludes with whole group sharing. Assessment and intervention are embedded within the workshop framework.

Classrooms that do not use a workshop framework are expected to implement research-based reading instruction daily. **Research-based reading instruction provides daily opportunities for students to experience:** interactive read alouds, shared reading, whole group mini-lesson, small group instruction, conferring with a teacher, independent reading practice, thinking, talking and writing in response to reading, and closure.

Teachers meet with small groups of students on a rotating basis and meet with the lowest achieving students daily. Targeted interventions are provided for students who need more support. Whole group, small group, and individual instruction should be standards-based.

This unit includes multiple lesson seeds. Lesson seeds include objectives, learning targets, sample activities, anchor charts, thinking stems, and formative assessment suggestions. Lesson seeds should be used to build or grow a learning experience, and are for the whole group mini-lesson. A learning experience includes standards, learning targets, materials, formative assessment opportunities, mini-lessons (e.g., teach/model/demonstrate, guided practice), daily work time (e.g., guided reading, focus groups, and/or book clubs), and daily group sharing (reflection and evaluation of the learning). **Some lesson seeds are designed to take multiple days.** For example, the mini-lesson might take one or two days, the guided practice would become the mini-lesson for the following day, and possibly extend to the next day. In addition, based on formative assessment, if the majority of students do not understand the mini-lesson concept, seeds may be repeated with different texts or excerpts. If some of the students do not understand the mini-lesson concepts, small group instruction and teacher led conferences are utilized to re-teach, reinforce, and support students who need additional help.

Although it may take more than one day to get through one seed, always remind readers of the focused learning target at the end of the daily mini-lesson. Then, send readers off to read on their own with a directive relating to the mini-lesson for their independent reading and writing. After work time, readers are gathered again to discuss and share the strategies and thinking they used while reading and writing and how they might have grown as readers.

Interactive read alouds, as well as on-level shared reading experiences allowing students to see and hear fluent reading of the text, should be included daily in addition to the reading during the mini-lessons. Many seeds revisit texts that have previously been read in prior experiences of shared reading and/or read alouds.

Word Study should occur daily within the context of reading. The purpose is to promote understanding of how words work and how to use them to effectively communicate ideas. This may occur as the workshop mini-lesson, as a focus group, during guided reading, during read aloud, during content area instruction, or as targeted word work instruction. Students will need the opportunity to apply the learning during authentic reading and writing.

Writing Standards 1-6 and most Language Standards will be taught during Writing Workshop. However, these standards will reinforce and support the learning within these units.

Handwriting Instruction – During this six-week unit, students in third grade should receive cursive writing instruction on a daily basis as part of their word study and writing times. Appropriate letter and word formations are expected and reinforced as students engage in authentic writing tasks. The JCPS Handwriting Map, which includes a link to resources to support instruction in letter formation, can be found on our website.

Objective: Students will ask and answer questions using details from the text to answer to demonstrate understanding.

Lesson Seed # 1

Learning Targets:

I can ask and answer questions before, during, and after reading. (RL.3.1)

I can stop and notice if a question is answered using words and details from the text. (RL.3.1)

Note: The Common Core emphasizes high-level comprehension and analytical reading. The purpose of this seed is to introduce students to close reading through a daily routine of reading and rereading poetry. The same poem will be used throughout the week. Providing students an opportunity to revisit texts repeatedly helps students to think deeper about the meaning of text and allows for close analytical reading.

Mini-Lesson: (RL.3.1, RL.3.4, 3.5, 3.10; RF.3.4a, 3.4b; L.3.4a; W.3.8, 3.10; SL.3.1a, 3.1c) This seed is intended to span more than one mini-lesson. Click here (LINK) for Poem of the Week suggestions.

Project a copy of the poem *Holding Hands* by Ann Whitford Paul (LINK). Tell students that active readers ask questions before, during, and after reading. *Explain that readers ask and answer questions to help them understand what they are reading. When we ask questions we are actively involved in the text. Readers ask questions about what they think will happen next or what words means. They ask questions when they are confused or when they are wondering why something happened.* Brainstorm a list of question starters and record on chart paper. Then read the title and model how to ask questions before reading. For example, after reading the title you might ask: *Who is holding hands? Why are they holding hands?* Record questions on a 3-column organizer labeled “Before,” “During,” and “After.” Next, read the first stanza aloud. *As we read we will see if any of our questions are answered. Do we know who is holding hands? Yes, it’s a girl and her grandfather. I am going to put an “A” next to that question because it was answered in the text. Do we know why they are holding hands? No, we don’t have enough information so we will have to continue reading to find out the answer to this question. I have another question; Why does she notice what her grandfather’s hands look like? Turn and talk about your questions?* Have students share their questions and record on chart.

Read aloud the 2nd stanza, stopping after reading several lines to think aloud your questions and inviting students to share their questions. Also, have students notice if any previous questions have been answered. After reading, have students share questions they still have and record on the chart. Explain to students that not all questions will be answered in the text. Sometimes these are the most interesting questions and will spark lots of conversation. You may want to revisit some of the unanswered questions on a previous day to have students discuss their thinking about these questions. Students could work in groups of 4 to discuss unanswered questions. This provides a time for students to discuss texts in an authentic way while practicing Speaking and Listening Standards. Close the mini-lesson by rereading the whole poem aloud to model appropriate phrasing and expression.

Guided Practice: (this may occur during the next mini-lesson)- Explain to students that they are going to practice asking and answering questions. Provide students with a copy of a poem and a 3-column organizer. Begin by reading the title of the poem. Have students record their questions in the “Before” column. Then read the poem aloud, stopping periodically jotting down your own

questions and allowing students to record their questions. Invite students to share questions with the whole group. After reading have students go back and answer their questions using the details and words in the text. Before sending students off to practice asking answering questions independently you may want to have students work with a partner, using another unfamiliar poem, to practice asking and answering questions. While students are working, circulate the room to provide guidance for students who may need extra support. After reading have students share their questions and whether or not their question was answered. If the question was answered have students explain how they found the answer.

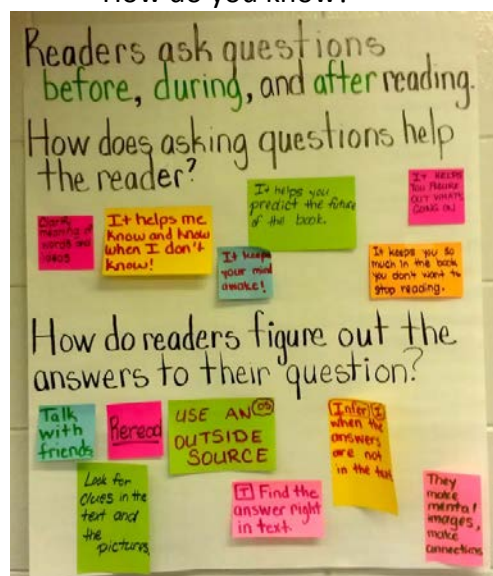
Work Time: Have students practice asking and answering questions independently using books on their independent reading level. Students can either record their questions in their reader's notebook or on post-it notes. Students should also record their answers to their questions. While students are working, you will want to either circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share: Have students gather in a circle bringing their independent reading book and questions. Invite several students to share their questions. Discuss whether or not the question was answered, and if so, have them explain how they found the answer. Students will discover that some questions come directly from the text while others are inferred. The following are some possible questions to prompt students' thinking during share time:

- *How many of you had answered questions? How did you find the answers?*
- *How many of you had unanswered questions? How else can we find the answers to our questions?*
- *Did anyone use the illustrations to help you answer your questions?*
- *Do you notice a pattern in the questions you ask? (All answered, unanswered, about unfamiliar words, etc.)*

Thinking Stems/Anchor Chart:

- Which sentence(s) from the poem supports your answer?
- How do you know?



Formative Assessment Opportunities:

- Collect and analyze students' 3 column charts from the guided practice portion of the lesson. Were students able to ask questions while they read? Were they able to stop and notice if their questions were answered?
- Exit slip: Describe one way asking and answering questions helps the reader to understand the text.

Objective: Students will distinguish literal and nonliteral language.

Lesson Seed # 2

Learning Targets:

I can listen for interesting language when being read aloud to. (RL.3.4)

I can identify and record interesting language while reading independently. (RL.3.4)

Note: Ideas for interactive read aloud lessons have been included in the rest of these seeds. The read aloud should occur prior to the mini-lesson. This will allow you to revisit these texts, or parts of these texts, during the mini-lesson. During the interactive read aloud you will model deep thinking, fluent reading, and how to have conversations about books. You will also be exposing students to complex texts that they may not be able to read independently.

Interactive Read Aloud:

Before reading the text, think about the routines and procedures you want in place for read aloud time. Pair students with a reading partner so that during read aloud students are able to turn and talk about the text. This allows students to construct meaning of the text. This partnership should stay the same for the entire read aloud book. Before beginning the read aloud, select a student to model how to turn and talk during the read aloud. Model how partners should face each other, look each other in the eye, while demonstrating appropriate body language.

Choose a picture book with interesting language such as *Come On, Rain!* by Karen Hesse. Select specific parts in the text where students are invited to turn and discuss the book. For example, after reading the part where Tessie (the main character) notices the gray clouds, say: *Turn and talk to your partner about how you think Tessie is feeling when she notices the gray clouds moving her way and why you think that.* Then bring students back together to share their thinking. Another discussion question might be: *Turn and talk about whether or not you think it was unusual for the mammas to join in the rain and why?* While students are sharing provide language support and offer feedback.

Note: Building students' vocabulary begins with students becoming aware of the words around them and noticing words and phrases they find interesting. When students begin paying attention to language and the word choice of authors, they will begin to use this language in their own writing. The purpose of this seed is to build word-consciousness in the classroom through making students aware and excited about language.

Mini-Lesson: (RL.3.4, RL.3.4, 3.5, 3.10; RF.3.4a, 3. 4b; L.3.5a; W.3.8, W.3.10; SL.3.1a, 3.1b, 3.1c) **This seed is intended to span more than one mini-lesson.**

Reread the first 3 pages of *Come On, Rain!* by Karen Hesse. Think aloud about the interesting language the author uses and point out words and phrases that you find interesting. *Wow! I just love this phrase: "I am sizzling like a hot potato." I think the author chose those words to show us how hot*

and uncomfortable she is because of the heat. I also love the words "broiling alleyway." It's like the streets are so hot they are cooking in the sun. However, my favorite line is "A creeper of hope circles 'round my bones'." I love how the author describes hope as something that you can feel. She also describes hope as a "creeper." I think this means that she is slowly beginning to have some hope for rain. Continue to read a few more pages, pausing to think aloud interesting words and phrases. Tell students that you are going to reread a few more pages as they listen for words or phrases that they find interesting. Have students share out and chart their responses. Ask students to explain why they chose that word or phrase. Do you like the way the word sounds? Is it unusual? Does it help to paint a picture in your mind? At this point students may not be able to explain why they find the word(s) interesting. By continuing to model and think aloud about interesting language students' explanations will become more sophisticated. Eventually you will want students to explain why they find the language interesting and how the language helps them as a reader.

Guided Practice: (this may occur during the next mini-lesson). Provide students with a copy of either a familiar poem or the last few pages of Come On, Rain! Tell students that they are going to work with partner to reread the poem or the pages from the book. Begin with each person taking turns reading the text. Then, have each student underline 2-3 words and/or phrases that they find interesting. Then, have partners form groups of four to discuss the language they found interesting and why they found it interesting. Write the following questions on chart paper to help guide their thinking: *Which words or phrases did you find interesting? Why did you find it interesting? Why do you think the author chose to use that word/phrase?* As students are working in their small groups listen in to students' conversations. Briefly bring students back together and select a few students to share with the whole class.

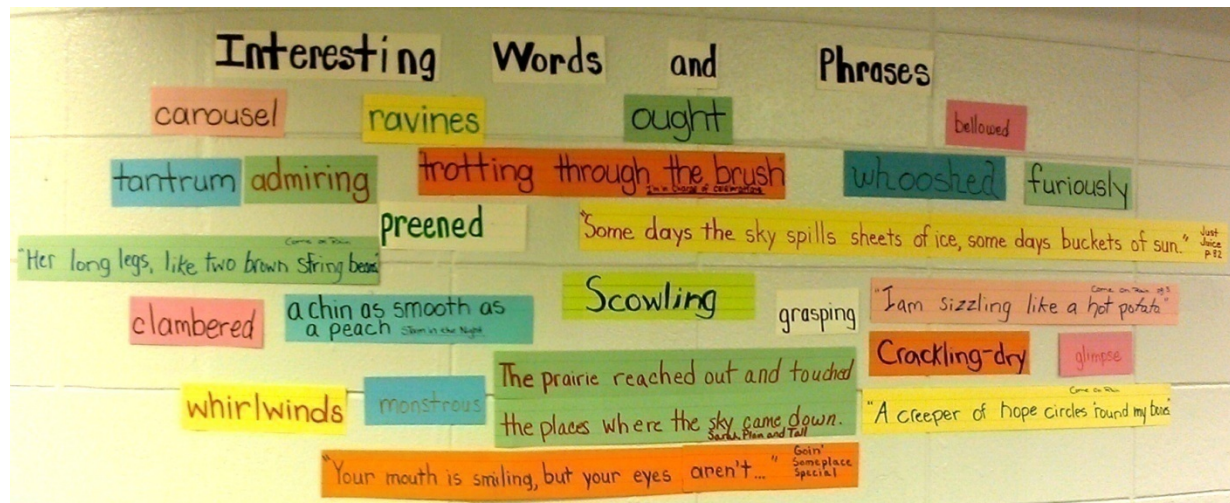
Work Time: Remind students of the learning targets. While reading books at their independent level have students record either on post-it notes or in their reading notebooks language that they find interesting. While students are working, you will want to either circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share:

Before bringing students back together ask them to select one word or phrase that they found interesting and be ready to share their thinking. For this share time you could either have students turn and share with a partner or randomly choose 3-4 students to share their thinking. Continue to ask students why they found the language interesting. After share time, provide students with a sentence strip to record the word or phrase they chose. Post students' words on the wall labeled "Interesting Words and Phrases" (see anchor chart on next page). These words and phrases will be used in the next seed.

Thinking Stems/Anchor Chart:

- What words/phrases did you find interesting? Why?
- Which words or groups of words seem powerful and why?
- Why do you think the author chose that word/phrase?



Formative Assessment Opportunities:

- Collect and analyze students' work from the guided practice portion. Are they able to identify interesting language?
- Listen in to students' conversations. Are students able to explain why they chose that the word/phrase?

Lesson Seed #3

Learning Targets:

I can define literal language (it says what it means) and nonliteral (what it says is not exactly what it means). (RL.3.4)

I can identify literal and nonliteral language in a text. (RL.3.4)

I can use context clues to determine the meaning of literal and nonliteral language. (RL.3.4)

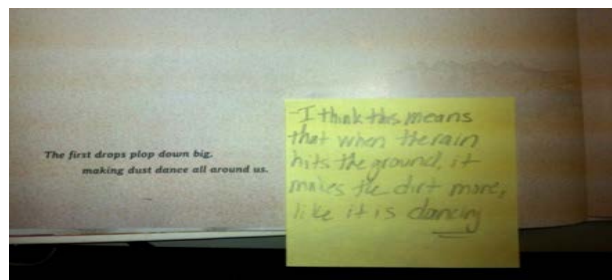
Interactive Read Aloud: The purpose of this read aloud is for students to practice having purposeful conversations about books. Begin by reviewing the procedures and expectations for read aloud time. With students create an anchor chart labeled "Effective Listening/Effective Speaking." Chart student responses for what effective speaking and listening looks like and sounds like. Tell students that today they will continue turning and talking to their partners as you read aloud. Explain the purpose of this conversation is to help each other understand the book. Read aloud One Green Apple by Eve Bunting, stopping at specific points to allow partners to turn and talk. While students are sharing provide language support and offer feedback. See document showing possible stopping places with discussion prompts. [\(LINK\)](#)

Note: The focus of this seed is to teach students strategies for determining the meaning of literal and nonliteral language. Before beginning this seed make sure that students can identify literal and nonliteral language. Point out examples from familiar texts. For example, using Come On, Rain!, reread the line "I am sizzling like a hot potato." Explain to students that this is an example of nonliteral language because she is not really sizzling. The author uses this phrase to show how hot she is in an interesting way. Point out other examples of both literal and nonliteral language. Invite

students to reread poems to search for other examples. During independent reading have students record examples on post-it notes and then place on chart paper (see anchor chart below). Once students have an understanding about the difference between literal and nonliteral language, you will want to model how to determine the meaning of nonliteral language. After teaching this seed you will then want to provide some lessons on author's choice and why the language an author chooses matters.

Mini-Lesson: (RL.3.4, RL.3.1, 3.5, 3.10; RF.3.4a, 3.4b; L.3.3a, 3.4a, 3.5a; W.3.8, W.3.10; SL.3.1a, 3.1c)
This seed is intended to span more than one mini-lesson. Explain to students that authors will often use nonliteral language to paint an image in the readers mind. It also helps to make the writing interesting but, because this type of language doesn't say exactly what it means readers have to sometimes infer the meaning. Choose a few examples from a previous read aloud to point out to students. *Today we are going to make sure we understand what the words mean. We will need to read more slowly. When we get to phrases that are nonliteral we are going to stop and discuss the meaning using the clues in the text (words and pictures). I am going to start rereading Come On, Rain! by Karen Hesse. When I get to a nonliteral phrase, you will see me stop and think about what this means. I will write my thinking on a post-it note and place it next to the words in the book.* In Come On, Rain! "I am sizzling like a hot potato" is the first example of nonliteral language you will get to. Although the meaning of this sentence is pretty obvious think aloud about what the author is comparing and how the words help to paint a picture of how hot she is. Point out how thinking about the language helps us to think deeper about the text. Continue to think aloud through a few more examples using the clues in the text to help you think about what it means. Another example is, "A creeper of hope circles 'round my bones." Students will need to think about what the word "creep" means. Also, think aloud about what it means that the hope is circling around her bones. *It's as if the author is describing her hope as something she can feel.* Again, record your thinking on a post-it note and place in the text. Continue reading, stopping at places where the author has used nonliteral language. Invite students to turn and talk about what they infer the meaning to be. Have students to share their thinking. Be sure to have students explain their thinking. *What in the text makes you think that? Does that make sense? Does anyone think something different?*

Guided Practice: (this may occur during the next mini-lesson) Provide students with a copy of a few more pages of the text. Have them work with a partner to identify the nonliteral language and then talk with each other about the meaning. Have them record their thinking on a post-it note and place in the text. While students are working, circulate the room providing students with specific feedback and listening in to their conversations. Some students may still have difficulty with identifying nonliteral language. Make note of these students and continue to scaffold their learning by pulling them into a small focus group. After students have had some time to work, bring them back together to share their thinking.



Work Time: Remind students of the learning targets. Provide students with a poem or short text that contains nonliteral language. For instance, you could use “April Rain Song” by Langston Hughes. You can find this poem in The Random House Book of Poetry for Children, K-1 exemplar. Ask students to read through the text independently one time without stopping for meaning. Then, have students read through again, underlining examples of nonliteral language and making notes (either in the margin or on post-it notes) about what they think it means. This should take about 15 minutes. Then students should begin reading books they have chosen at their independent reading level. While reading their independent books, invite students to continue stopping to think about the meaning of nonliteral language. Have students record either on post-it notes or in their reading notebooks at least one example they found and what they think it means. While students are working, you will want to either circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share: Have students work in groups of 4 to share their interpretations of the language in the text they read during the beginning of work time. This will allow all students to have the opportunity to share their thinking. While students are sharing, listen in to see who is using the text to infer the meaning of nonliteral language and can articulate their understanding with their peers. Finally, invite students to add examples of nonliteral language to the “Interesting Words and Phrases” wall.

Thinking Stems/Anchor Chart:

- What do you think the author means when they write _____?
- What is meant by the phrase _____?
- What in the text makes you think that?
- Can you explain your thinking?
- Why do you think the author chose to say it that way?
- How does this help you to understand the text?
- What is the author comparing _____ to? Why?

Formative Assessment Opportunities:

- During the guided practice portion listen in to students’ conversations. Make note of students who are able to identify nonliteral language. Then, listen in to see which students are able to infer the meaning of these phrases.
- After work time collect and analyze student work. Did students:
 - *use context clues to infer the meaning of nonliteral language?*
 - *gain an understanding of how to move beyond a literal interpretation using the strategy of inferring?*
- Provide students with a short passage or poem that contains figurative language. Choose one example of figurative language for students to define and explain how they know the meaning.

Objective: Students will think about their thinking (i.e., making connections, inferences, asking and answering questions) while reading to make sense of key ideas and details in the text.

Lesson Seed # 4

Learning Targets:

I can think about my thinking while reading. (RL.3.10)

I can record my thinking while reading. (RL.3.10)

Interactive Read Aloud:

The recommended book for this read aloud is The Stories Julian Tells by Ann Cameron. This book will be revisited during later mini-lessons and supports students in writing real narratives. Reading chapter books may be new to many of your students. To support students' thinking before reading, you will want to model how to preview a book. By modeling how to preview a book you are showing students strategies that effective readers use. Hopefully, students will begin to preview their own texts during independent reading. Explain to students that today you are going to show them how to properly preview a text before reading it in order to gather information about the plot. You will want to provide a copy of the front cover, the back cover, the table of contents, and the first page of The Stories Julian Tells. *When I preview a book, there are four parts I look at to gather information that might tell me about the plot of the book. First, I look at the front cover and the back cover. Then I look at the table of contents if included, and lastly, I look at the very first page of the first chapter. Let's begin with the front cover. After reading the title, I think that this book will be about a boy named Julian who likes to tell stories. I wonder what kind of stories he likes to tell? When I look at the cover, I see an illustration showing a boy holding a water hose. I think that this could be Julian. He looks happy. I also notice that there are some cats behind him. When I look at the back cover, I see the blurb. The blurb is usually located on the back cover and it provides a brief synopsis of the book.* Read the blurb aloud. Think aloud about the information gathered from the blurb. While previewing, stop to think aloud about questions you have while previewing. Chart your questions on an anchor chart (see below). Have students share any questions they might have. Continue previewing the table of contents and the first page, adding students' questions to the chart. Then invite students to turn and talk to a partner about what they know about the book so far. Finally, have them share any other questions they have before reading.

Our Questions from The Stories Julian Tells by Ann Cameron

Day 1

- Why does Julian try and make his brother believe things?
- How old is his little brother?
- What is a fibber?
- I wonder what Julian is wishing for?
- I wonder what kind of trouble they will get into?
- What does heap mean?

Note: This seed is adapted from an experience on metacognition described in Comprehension Connections, by T. McGregor. Good readers monitor their thoughts, or think about their thinking, while reading. No matter the level of readers, time should be spent noticing, naming, and exploring metacognition. This seed should be repeated with a variety of genres including informational texts and poetry.

Materials for this lesson include one large bowl labeled “real reading salad,” two small bowls, one labeled “text” and the other “thinking,” small red paper squares that say “text,” small green paper squares that say “thinking,” a challenging adult book you may be currently reading outside of school (i.e., Warriors of God), and a deep thinking picture book. A deep thinking picture book recommended for this seed is Our Gracie Aunt, by Jacqueline Woodson (K-1 Exemplar). However, any deep thinking picture book will work for this seed.

Mini-Lesson: (RL.3.10, RL.3.1, 3.4; L.3.5a; W.3.8, 3.10; SL.3.1a, 3.1b, 3.1c, 3.1d, 3.3) This seed is intended to span more than one mini-lesson. Students are asked to pretend to be the teacher by listening to you read. They will evaluate you as a reader. Begin by telling them how the book you are about to read was recommended by a friend and has several hundred pages and contains many difficult words. Tell them the text is challenging for you but you will do your best as you read the first paragraph. Read the text with expression and at an appropriate rate with no difficulty. Have students turn and talk about what they think of your reading. Responses may include how you read all of the words easily, read at the right rate, sounded like a reader, etc.

Let them in on a little secret about yourself when you were in school. Tell them how sometimes you faked your teachers out when you were reading. You always raised your hand to read aloud in school and did an awesome job by reading aloud really hard words and read at the right speed. But there was something you weren’t doing. You were not thinking. You were just reading the words. If your teacher would have asked you questions about what you read, you wouldn’t have been able to give thoughtful answers. Explain about fake reading and how you were doing fake reading as you just read aloud. It sounded good, but you were not doing any thinking. Ask students if they have ever done fake reading. Explain how they are being metacognitive by thinking about their thinking.

Explain the reading salad. Introduce the materials and how they will help understand more about real reading. *A tossed salad might be a mixture of lettuce and tomatoes. A “reading” salad is a mixture of text and thinking.* Each bowl is filled with cards. The text bowl includes red cards that say “text” (tomatoes). The thinking bowl includes green cards that say “thinking” (lettuce). *With your help, we will make a reading salad while enjoying a great book! I am going to show you exactly how real reading works.* Explain how you will point to the text while reading the text and point to your head when you are thinking. Choose one helper to be in charge of the text bowl, and one helper to be in charge of the thinking bowl. One helper puts a red card into the salad bowl each time you point to the text. The other helper puts a green card into the salad bowl each time you point to your head. During your thinking, model making predictions, making connections, and asking and answering questions. Model thinking, reading text, thinking, reading text, and so on. Midways through the book, send helpers back to the group, and have students turn and talk about what they have just seen and what they are thinking.

Guided Practice: (this may occur during the next mini-lesson) *Listen as I continue to read, but this time you will do the thinking.* Drop in a red text card each time you read. Then, call on readers to share what’s going on inside their heads as they listen to story. Have each reader drop in a green thinking card as they share their thinking. After reading each page of text, have several readers share their thinking to model more thinking than reading so that more green cards are being added at a much faster rate. Guide readers to realize how much more green (thinking) there is in the salad than red (text). Discuss how real reading should include much more thinking than reading to understand. Provide students with a copy of the last few pages of the book. Either read the text

aloud or have students read the text independently while recording their thinking next to the words in the text. Have students share out their thinking and record on an anchor chart titled “Active Readers Think While Reading” (see anchor chart below).

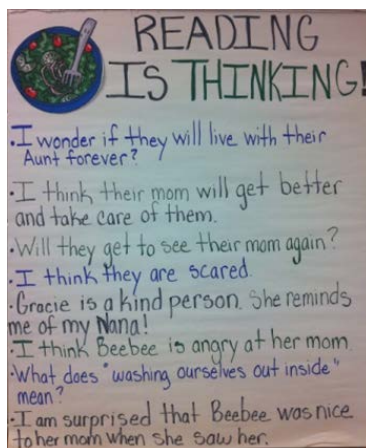
Work Time: Remind readers of the learning targets. Have readers begin to think more about noticing their own thinking while reading independently in books of their choice. Have them track their thinking on a post-it note or in their reader’s notebook. While students are working, circulate the room to listen in or confer with them on their reading, or pull small groups to provide focus group instruction for students needing additional support. Use the thinking stems below to help support students. These stems could be placed on an anchor chart or on a bookmark for students to use while reading independently. Guided reading groups are also to be pulled at this time.

Share: Have readers share their thinking about the chosen part of the text. Have them share parts from their own texts, their thinking, and how they tracked their thinking. Add thinking to the anchor chart.

Extension: On the following day, return to the anchor chart where you recorded student thinking. Discuss with students what they notice about their thinking. For example, students may notice that they ask questions, make connections, make predictions and inferences, have reactions, note important parts, etc. During work time have students use post-it notes to keep track of their thinking. Use two different color post-it notes; one color for literary texts and a different color for informational texts. After work time have students place their post-it notes on large chart paper divided into sections labeled with the types of thinking that readers do while reading. After charting their thinking have a class discussion about what they notice. *What kinds of thinking do we seem to do the most while reading? Why do you think that is? What do you notice about our thinking when reading literary texts? Informational texts?*

Sample Thinking Stems/Anchor Chart:

- What am I thinking?
- I’m wondering ...
- I’m noticing ...
- I’m thinking ...
- I’m remembering ...



Formative Assessment Opportunities:

- Listen during turn and talk for understanding about reading and thinking.
- Use student writing during independent practice to analyze the thinking your students are doing while reading. *What are students thinking while reading?* If you notice that most students are only asking questions while reading, you will want to continue to model other types of thinking.
- Exit slip: Have students look over their post-it notes from work time and reflect on what they notice about themselves as a reader. Have students choose one of the following prompts to reflect on: *What do you notice about your thinking while reading? How does thinking help you to understand what you are reading? What are your next steps as a reader?*

Objective: Students will recount stories, including fables, folktales, and myths from diverse cultures using key events, characters, and setting.

Lesson Seed # 5

Learning Target:

I can recount/retell (put in my own words) stories. (RL.3.2)

Interactive Read Aloud: Before reading chapter 1, review questions from the previous day. Ask students if there are any questions that can be answered before reading. Explain to students that as we read today, we will try to answer some of our questions. Mark answered questions with an “A”. Tell students that they may also think of new questions that they will want to add to the chart. Although student generated questions will guide most of the discussion, you will still want to plan specific stopping points along the way for students to turn and talk. During reading ask students to share any questions they might want to add to the chart. You will also want to model asking questions that will spark discussion and help students think about the language. *I wonder what Huey means when he says, “It tastes like a night on the sea.”* After reading, ask students to share any questions they still have and discuss previously asked questions.

Our Questions from The Stories Julian Tells by Ann Cameron

Day 1

- Why does Julian try and make his brother believe things?
- How old is his little brother?
- What is a fibber? **(A)**
- I wonder what Julian is wishing for?
- I wonder what trouble they will get into?
- What does heap mean?

Day 2

- What does Huey mean when he says, “It tastes like a night on the sea”?
- Why is the dad so angry that they ate the pudding?

Note: According to Linda Hoyt, “Retelling is a reflection tool that requires readers to organize information they’ve gleaned from the text in order to provide a personal summary” (Hoyt p. 71). Students have to be able to determine the important events of the story while putting the text into their own words. “Retelling has been found to significantly improve comprehension and sense of story structure while enhancing oral language proficiency” (Hoyt p. 71).

Activity: (RL.3.2, RL.3.5, 3.10; L.3.6; W.3.8; SL.3.1a, 3.1b, 3.4, 3.6) This seed is intended to span more than one mini-lesson.

Explain to students that today they are going to learn a strategy that will help them to think and talk about the books they read. *Today we are going to learn how to recount (retell) stories that we are reading. When you recount a story you want to tell only the key events of what happened. For example, think about your favorite movie. Now turn and tell your partner the title of the movie and briefly recount (retell) what happens in the movie.* After students have had a few minutes each to recount their favorite movies, point out what you noticed as you listened. *As I listened to you recount your favorite movies, I noticed that you were only telling main parts of the movie. You were not telling each other every little detail that happened. For example, you didn’t mention the clothing people were wearing or the exact words they said. When readers recount stories, they include the most important events from the beginning, middle, and end of the story.*

Choose a familiar text to model how to recount a story. For this seed, I am going to use The Stories Julian Tells, which students are familiar with from the read aloud. I can model how to recount with the first chapter and then students can use the second chapter for guided practice. *Watch me as I recount the first chapter of The Stories Julian Tells. Listen carefully to what you notice when readers recount stories. Well the first big event was that Julian and Huey help their dad make pudding for their mom. Then, while the dad is taking a nap, Julian and his brother start eating the pudding. Next, they try to fix the pudding so it doesn’t look like they ate it. Then they go and hide. After that, their dad discovers they have been eating the pudding. He makes Huey and Julian make their mom a new batch of pudding. Finally, their mom gets to eat the pudding.* After recounting the story, ask students to turn and talk about what they noticed. Then, ask students to share what they noticed and add to an anchor chart labeled “When you recount a story you should...”. (See the anchor chart below.) Have students practice recounting the story with a partner. Listen in and take a quick assessment of what their recounting sounds like. After students have had a chance to practice, point out what you noticed as you listened. *You did an awesome job recounting the story with your partners. I noticed that you told the story in order starting at the beginning of the story. You also only included the important events in the story. So readers, remember that when you finish a book, you want to take a moment to recount what happened in the book. This will help you not only remember what you read, but also to understand what you read.* Send students off to work time. Save the Guided Practice portion for the following day.

Guided Practice: (this may occur during the next mini-lesson) Provide students with a copy of chapter 2 from The Stories Julian Tells. Tell students that today they will begin by rereading the chapter. They can take turns reading pages or read silently in their head. Then they will practice recounting the chapter with their partner. Remind students that the challenging part about retelling is that they should only include the most important events. They will have to figure out which events to include in their retell. At the end of guided practice bring students back together to share what you notice while listening in.

Work Time: During today's work time, have students sit next to a reading partner. Students will be reading their own books independently but will want to have a partner to practice retelling what they are reading. Explain to students that every 15 minutes you will signal for students to pause in their reading and then turn to their reading partner to practice recounting what they have read so far. While students are working, circulate the room to listen in or confer with them on their reading, or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups are also to be pulled at this time.

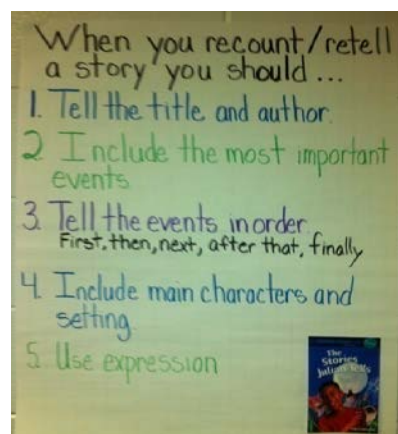
Share: Before bringing the whole class together, have students take a minute to think about what they notice about themselves as readers today. *Take two minutes to reflect on your reading today and think about what you learned about yourself as a reader today. What strategies did you use today? Were you able to stay focused the whole time?* Then, bring the whole class together to share what they noticed about their reading today.

Thinking Stems/Anchor Chart:

- What happened at the beginning of the story?
- What happened next?
- What happened after that?
- What happened at the end?
- Can you tell me more?

Formative Assessment Opportunities:

- Analyze and provide feedback to students as they recount the story. Listen in to see how their recounting sounds. Does the student only include the most important events in the story? Does the student tell the events in order from the beginning, middle, and, end? During small group instruction provide students with more time to practice recounting stories.



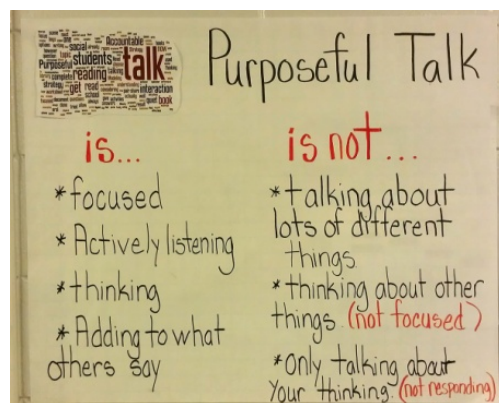
Lesson Seed # 6

Learning Target:

I can include the characters, setting, and important events when recounting a story. (RL.3.2)

Interactive Read Aloud:

During today's read aloud, continue to record student questions before, during and after reading. After reading and recording students' questions, introduce students to the term "purposeful talk." Explain to students that this is the type of conversation that students should have when talking about books with partners or in small groups. Provide students with examples and non-examples of purposeful talk and chart on an anchor chart.



Choose one question that invites students to turn and talk about the big questions (questions that promote discussion). For example, *Why do you think Julian tries to trick Huey? Why does Julian's dad go along with the story of catalog cats?*

Use the conversation prompts below to encourage “purposeful talk” and spark conversation.

- “I thought that too because ...”
- “I thought something different because...”
- “What in the text makes you say that...”
- “Can you say more about that?”

Note: In this seed students will practice recounting stories with a partner. Before teaching this lesson you will want to have already selected partners to work together. You will also want to choose books that students are able to read independently.

Activity: (RL.3.2, RL.3.5, 3.10; L.3.6; W.3.8; SL.3.1a, 3.1b, 3.4, 3.6) **This seed is intended to span more than one mini-lesson.** *Yesterday, we started talking about how good readers don’t just read a book and move on to the next one. Readers stop to think and talk about the books they read. Today we are going to continue practicing recounting stories. Let’s review our anchor chart from yesterday. What are some of the characteristics of a good recount?* Have students turn and talk about the characteristics from the anchor chart. *Today we are going to add two new characteristics to our chart: characters and setting. When readers recount stories they also include the main characters and the setting.* Provide students with bookmarks. **(LINK)** Tell students that today they are going to play the role of listener while you recount another familiar text (use a previous read aloud) Have students use the bookmark to see if your recount included the most important information. After modeling, have students turn and talk about what they noticed. Remind students to use the anchor chart and their bookmarks for talking points in their discussion.

Guided Practice: (this may occur during the next mini-lesson) Provide students with a familiar text and a set of bookmarks to practice recounting. Guide students while they practice recounting. Make notes about possible next steps for instruction. Possible next steps for instruction might include:

- Readers recount only the most important details.
- Readers recount with expression.
- Readers use transition words such as *first, then, next, after that, finally*.
- Partners help each other to recount the story.
- Readers recount stories to understand what they read.

Finally, bring students back together to share what you noticed.

Work Time: During work time students will practice recounting stories with a partner. Explain to students that they will be reading independently, but stopping periodically to recount their reading to a partner. While students are working, circulate the room to listen in or confer with them on their reading, or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups are also to be pulled at this time. At the end of work time have students write a response to their reading in their reading notebooks. Responses should include their thinking about the reading they did today.

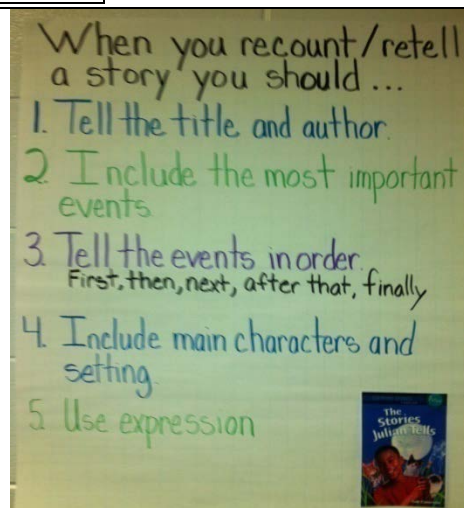
Share: The purpose of today’s share time is to give students the opportunity to share responses to their reading. Students need time to share their writing about reading. This promotes a purpose for writing and allows students to discuss their thinking with others. *Readers, today during share time you are going to be in small groups sharing the written responses you made while reading. Bring the book you are reading and your reader’s notebook or post-it notes. First quickly sharing the book you are reading. Then share your response. Listeners, your job will be to ask the reader questions about their thinking to help them to think deeper about their book. For example, you might ask: What made you think that? Why did you...? How did this help you understand what you were reading?*

Thinking Stems/Anchor Chart:

- What happened at the beginning of the story?
- What happened next?
- What happened after that?
- What happened at the end?
- Can you tell me more?
- Which event happened first? Last?

Formative Assessment Opportunities:

- Listen as students recount their stories to a partner. Use a checklist to note students' progress.
- Exit Slip: Have students write in their reader's notebook what is important to remember about recounting stories.
- Collect written accounts of the story from their reader's notebook.
- Analyze the work and provide specific feedback to the students.



Objective: Students will determine the central message or lesson of stories and explain how it is conveyed through the key details in the text.

Lesson Seed # 7

Learning Targets:

I can infer the message or lesson of a story. (RL.3.2)

I can use evidence from the text to support the message/lesson the author is trying to share. (RL.3.2)

Interactive Read Aloud: Continue to record student questions before, during and after reading. After reading, choose a question that has several possible answers for students to discuss. Review what it means to have "purposeful talk" and have students to turn and talk about the big questions (questions that promote discussion).

Note: In this seed students will be using the strategy of inferring to determine the central message in stories. Before teaching this seed, students will need to have an understanding of what it means to infer. In the book Comprehension Connections: Bridges to Strategic Reading by Tammy McGregor, there are lesson ideas for helping students understand what it means to infer using concrete examples. For this seed use stories that students are familiar with to allow students to focus their attention on the message of the story rather than the plot. Students often confuse the message or lesson of a story with the plot. The plot is what happens in the story. The message of a story is the bigger idea. You will have to teach students that readers have to infer the message and some stories may have more than one message.

Activity: (RL.3.2, RL.3.3, 3.5, 3.10; RF.3.4a; RL.3.6; SL.3.1a, 3.1b, 3.1c; W.3.8, 3.10) This seed is intended to span more than one mini-lesson.

Review with students what it means to infer. *When authors write they don't always come out and tell you everything. They leave clues for the reader to figure out. When readers use clues from the book and their background knowledge to come up with ideas not stated in the text, this is called*

inferring. We can infer the feelings and traits of characters. We can also infer the meanings of unknown words. Today I am going to show you how to infer the message of a story. The message of a story is what the author wants the reader to take away or learn from the story. Authors usually don't come out and tell you the message or lesson; instead it is up to the reader to use the clues in the text to determine the message. For example, let's think about the possible messages of "The Three Little Pigs." I think that laziness is one of the messages because the first pig built his house out of straw and finished quickly. I could also focus on the third pig and infer the message is hard work is worth it. The 3rd pig works hard to build his house out of bricks and therefore the wolf is unable to blow his house down. Ask students if they think there are any other messages in the story. What if we think about the story from the wolf's actions? Maybe then we might think the message is about bullying. Do you see how the actions of the characters can help us to infer the messages of story? Using a familiar text, model for students how readers determine the message or lesson of a story. Today we are going to reread the book Our Gracie Aunt by Jacqueline Woodson. You have already heard this story, so you already know the plot, or what happens. Our job as readers today is to revisit this story to think about the messages or lessons that we can take away from this story. As I read and think aloud, I want you to watch what I am doing to infer the message(s) of this story. I will read the words carefully, pausing to think about what I just read. I will pay close attention the characters' actions because their actions can lead us to the message of the story. I will record the possible messages/lessons on this side of the chart. On the other side of the chart, I will find and record evidence to support this message (see anchor chart below). Evidence can come from the words, actions, events, and pictures.

Model how sometimes we have a message in mind and then we search for the evidence. For example, after reading the first couple of pages, some possible messages or lessons might be the importance of family or courage. *I am going to write "Family looks out for each other" under the "message/lessons" column. Then I am going to write down my evidence.* Record evidence that supports this message under the "evidence" column. Continue reading, adding new lessons/messages and evidence to the anchor chart.

Then model the reverse — sometimes we start with the words and ideas to infer the messages and lessons in a text. For example, read the lines: *"'Gracie's a good person,' Mama said. Beebee wiped her eyes. 'You're good too, Mama.'"* *I think that Beebee was really angry with her mom for leaving them, but after reading this part I think she is starting to forgive her mom. I am now thinking that another message of this book is about the importance of forgiveness. Even though people make mistakes, it is important to be able to forgive them. Sometimes people we love may hurt us without even meaning to.* Continue to model with other examples. Read aloud the last few pages, inviting students to turn and talk about possible messages or lessons. Record student thinking on the anchor chart.

Guided Practice: (this may occur during the next mini-lesson) During guided practice students will work with partners, or in small groups, to determine the messages and lessons in a familiar text. For example, provide students with the first chapter in The Stories Julian Tells. Read aloud the first couple of pages from this chapter and have students turn and talk about possible messages or lessons. Write the following prompt for students to use while discussing the messages in a story: *I think the message is _____ because...* Bring students back together to share their thinking. Add students' thinking to a new anchor chart labeled "Messages/Lessons" and "Evidence."

Then have students work with partners or in small groups to read the rest of the chapter while recording their thinking on their own two-column chart. Tell students to stop frequently while reading, to talk about the text. As students work in their small groups, provide support for students who have difficulty determining the messages in a story or have trouble supporting their thinking with evidence. Finally, bring students back together to share some of the messages or lessons from the chapter. Add students' thinking to the anchor chart.

Work Time: Provide students with baskets of stories that contain strong central messages and lessons to choose from. You will want to select books on a variety of levels to meet the needs of all of your readers. Review the learning targets with students. Have students draw a two-column chart in their reader's notebooks labeled "Messages/Lessons" and "Evidence." While students are working, circulate the room to listen in or confer with them on their reading, or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups are also to be pulled at this time.

Share: Bring students together to share the thinking they did during work time. *What are some of the lessons and/or messages you found while reading today? What makes you think that?* When students are sharing the messages of a text, be sure that they are able to support their thinking with evidence from the text. Add their thinking to the anchor chart.

Extension:

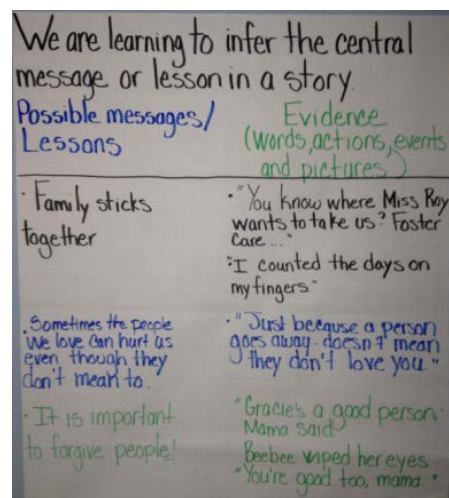
To meet the full-extent of this standard students have to be able to explain how the lesson/message is explained through the key details. Using the anchor chart from this seed model how to write a response that explains how the key details support the message/lesson of the story. *The central message of _____ is _____. I think this because...*

Thinking Stems/Anchor Chart:

- What is the story beginning to be about?
- What might the main character have learned that I too, could learn?
- What do you think is the central message of the story?
What key details in the story help the reader to understand the message?
- What lesson(s) do you think the author hopes the reader will take away from the story? Why?
- How do the character's actions help the reader to understand the message/lesson in the story?

Formative Assessment Opportunities:

- Listen as students are working in small groups to identify the messages in the story. Are students able to identify the central message of a story? Are students able to use evidence to support their thinking? Make note of students who may need more support and pull those students in a small group. If you notice that most students are having difficulty, model again using a new text.
- Performance Task: Have students read a story and in their reader's notebook identify one possible message of the text including 3 examples from the text to support this message. Collect their work to assess for further instruction.



Objective: Students will ask and answer questions using details from the text to demonstrate understanding.

Lesson Seed # 8

Learning Targets:

I can ask and answer questions before, during, and after reading. (RI.3.1)

I can locate words and details to answer questions in a text. (RI.3.1)

Interactive Read Aloud:

Choose and read aloud informational texts. During the read aloud, you will want to model for students what good readers do while reading informational texts. You will also want to expose students to a variety of different genres and types of informational reading including magazines, newspapers, and the Internet.

Note: In Seed #1, students were introduced to asking and answering questions with poetry. They also practiced asking and answering questions during the Interactive Read Aloud The Stories that Julian Tells. In this seed, students will be introduced to asking and answering questions with informational texts. It is important to point out to students that active readers ask and answer questions while reading any type of text.

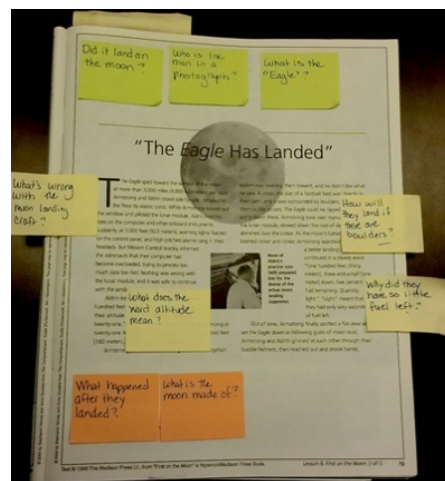
Activity: (RI.3.1, RI.3.4, 3.5, 3.10; RF.3.4a, 3.4c; L.3.4a; W.3.8, 3.10) This seed is intended to span more than one mini-lesson.

Project a copy of the informational text, *The Eagle Has Landed*, from the Source Book of Short Text located in the Comprehension Toolkit or other informational text that prompts kids to wonder. Remind students that active readers ask questions before, during, and after reading all types of texts. Tell students that reading with questions in mind is the way active readers make sense of what they read. *Today, we will practice asking and answering questions with informational texts. We will record our questions on post-it notes. While reading, if we come across an answer to one of our questions we will jot it down on that post-it note. I also want us to think about how we found the answer so that we are looking closely at what strategies we use to answer questions. What questions do you have before we read?* Allow students a few minutes to preview the article before sharing their questions. Choose 2-3 questions and record on a post-it note.

While reading, model asking questions about the text. Then write the question on a post-it and place it directly on the text. Continue modeling the questioning strategy, sharing your questions and writing them on the post-it.

As you locate answers, write them on the post-it note with the question and code how you found the answer. Be sure to model various strategies for locating answers such as inferring (I), using background knowledge (BK), scanning (SC) and finding other sources (OS).

Continue reading and having students share their questions. Record their questions on a post-it note and place it on the text. When the question is answered, write the answer on the post-it and code how the answer was found.



After reading, have students share questions they still have and record them on post-its. Code the post-it according to how the answer can be found. Explain to students that not all questions will be answered in the text. Model conversing about the questions with another student. Choose a question and say: *My question was _____ . The answer to my question was _____ . I had to _____ to find this answer.* Allow students time to practice conversing about questions from the lesson. Students could work in groups of 4 to discuss unanswered questions. This provides a time for students to discuss texts in an authentic way while practicing Speaking and Listening Standards. Continue this lesson with a variety of informational texts. Allow time for conversation about the questions they have.

Guided Practice: (this may occur during the next mini-lesson) Explain to students that they are going to practice asking and answering questions and coding how they find the answer. Provide students with a copy of an informational text such as “Moon Walking,” from the 2-3 Toolkit Texts and post-it notes. Begin by reading the title of the article. Have students record their questions and place it on the text. If they learn the answer, they will place the answer on the post-it and code how they found the answer. Then read aloud the article, stopping periodically, to allow students to record their questions while jotting down your own questions. Invite students to share questions with the whole group. After reading have students go back and answer their questions using the details and words in the text. Before sending students off to practice asking and answering questions independently, you may want to have students practice with a partner, using an unfamiliar text. While students are working, circulate the room to provide guidance for students who may need extra support. After reading, have students share their questions and whether or not their questions were answered. If the question was answered have students explain how they found the answer.

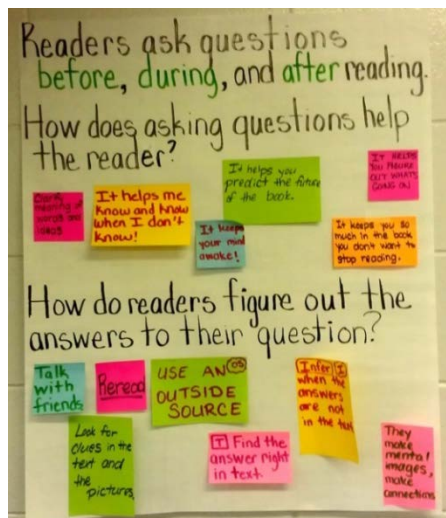
Work Time: Have students practice asking and answering questions independently using books that are on their level. Students can record their questions, answers and code how they found the answer on post-it notes. At the end of work time students can place all their questions in their reader’s notebook. While students are working, you will want to either circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share: Have students gather in a circle bringing their independent reading book and questions. Invite several students to share their questions from their post-it notes. Discuss whether or not the question was answered, and if so, have them explain how they found the answer. Students will discover that some questions come directly from the text while others are inferred. The following are some possible questions to prompt students’ thinking during share time:

- *How many of you had answered questions? How did you find the answers?*
- *How many of you had unanswered questions? How else can we find the answers to our questions?*
- *Did anyone use the illustrations to help you?*
- *Do you notice a pattern in the questions you ask? (All answered, unanswered, about unfamiliar words, etc.)*

Thinking Stems/Anchor Chart:

- What are you wondering?
- What do you want to know?
- Which sentence in the text supports your answer?
- How did you find the answer to your question?



(Continue to add to this anchor chart that was introduced in Seed #1)

Formative Assessment Opportunities:

- Collect and analyze students' work from the guided practice portion of the lesson. Were students able to ask questions while they read? Are they asking questions that will help them to understand the text? Are they asking questions that will help them think deeper about the text? Were they able to stop and notice if their questions were answered?
- After work time, have students choose one question to write a response about in their reader's notebook. In their response they should include the question, the answer to the question (if it was answered), and the strategy they used to answer the question (keep reading, inferring, text features, other source), and how this helped them to understand the reading.
- Exit slip: Describe one way asking and answering questions helps the reader to understand the text.

Objective: Students will ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Lesson Seed #9

Learning Target:

I can learn the meaning of words by asking and answering questions. (RI.3.4)

Interactive Read Aloud:

Choose and read aloud informational texts. During the read aloud, you will want to model for students what good readers do while reading informational texts. You will also want to expose students to a variety of different genres and types of informational reading including magazines, newspapers, and the Internet.

Note: Do not teach content vocabulary outside the context of text students are reading. The goal of content vocabulary instruction is to make the text itself more meaningful. The purpose of this seed is to provide ideas for vocabulary instruction before reading, while reading, and after reading of informational text. Students will be introduced to the strategy of asking and answering questions to determine the meaning of unknown words. This is just one strategy and will not work for all words and all students. You will want to teach other strategies such as using context clues or word parts. You may want to begin an anchor chart for students, listing the strategies readers use to solve unknown words and add to the chart as you teach the strategies.

Marie Clay taught us to think about meaning, structure and visual information and rereading to cross check all cueing sources for word difficulty. However, academic, domain specific vocabulary often cannot be learned through context. These words need to be briefly ‘frontloaded’ before the lesson, so during reading students recognize the word and gain some meaning to begin the learning of the new word.

Before reading the text, identify the most important/essential words in the book to support student understanding (no more than six or seven). For this lesson seed we will use the book Moonshot: The Flight of Apollo 11 by Brian Floca. Introduce the words using a **five** minute “word splash” activity. Write the words in a cloud or on a chart (see below).

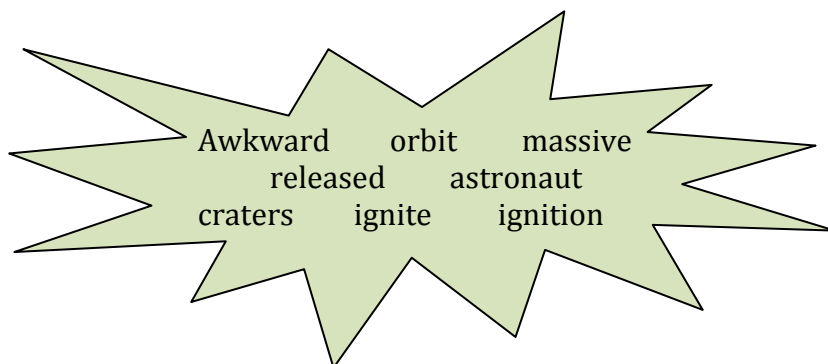
Some of the words will be **Tier 2 Words**: Words important to the text, but are also useful to students’ speaking and writing vocabularies (that enhance comprehension). They may be words students have heard but can’t effectively use.

Choose these words carefully, e.g., **awkward, massive, released, ignite, ignition**. Write these words on a chart.

Some of the words will be **Tier 3 Words**: new academic, vocabulary words, those you need to understand particular domains of knowledge. In this text, they are words important to comprehending the science content (**orbit, astronaut, craters**). Add these words to the chart.

Mini-Lesson: (RI.3.4, 3.5, 3.10; SL.3.3, 3.4, 3.6; RF.3.3b, 3.4a; W.3.8; L.3.1i, 3.3a) Ask students to identify a word they have seen before. *Do you know anything about these words? Turn and talk with your partner, discuss anything you know about these words.* Have students share their thoughts. Clarify their understanding and discuss any words they don’t know. Read the words as you point to each word, and ask students to **predict** how all these words will fit together. Now students have a reading purpose, and they can determine if their predictions were close. Begin reading the book. Project the book using the visualizer so all students have access to the text.

If you encounter additional words, which need clarification, quickly record the word on the chart and briefly discuss the meaning of the word and continue reading. After reading the text is the time to **reserve** for explicit vocabulary instruction. Remember to provide many exposures to the new word(s) over the next few days (explain and give examples). Ask students to explain the words and give examples.



Now let's focus on asking and answering questions to learn the meaning of words. Return to the text, Moonshot. Model for students how to ask and answer questions about the meaning of words. Create an anchor chart, "The word I'm learning is **massive**." Listen as I ask and answer questions about the meaning of this word. Write the word "orbit." I wonder what it means when the text says "...after an orbit around the Earth." I am thinking that it means the rocket flies in a circle around the Earth. I can see a picture of the rocket flying and the text says that the "rocket flies lighter, the rocket flies faster," so I know the rocket is flying. It also says "after an orbit around the Earth." I know that the Earth is shaped like a sphere, so to go around the Earth they would have to fly in a circle. I am going to draw a picture of what I think **orbit** means. Next, I am going to write an example of this word. (see anchor chart below). Have students turn and talk about what they heard and watched you do.

Guided practice: (This may occur during the next mini-lesson.) Choose another word from the chart for students to practice with. Try and choose a word you know that most students are unfamiliar with. Students will also need a copy of the page from the book with the word they are leaning. *In your reader's notebook, write the word you are learning. Then practice asking questions to help you determine the meaning of the word. I wonder what _____ means? What clues can I use to help me figure out what the word means? Sketch the way you picture this word. Explain or write an example of the word. Share your work with a partner.* Monitor students as they work and provide guidance and support when needed. Identify students who may need small group support during work time.

Work Time: Send students off to work time with a directive to learn the meaning of words by asking and answering questions about the word they are investigating. *Remember you can learn the meaning of words by asking and answering questions. In your reader's notebook, write the title of the informational book you are reading. Keep a list of words that are unclear to investigate later. Choose one or two words. Return to the page in the book that has the word. Use the information on the page to ask and answer questions. Write the word you are learning. Sketch the way you picture this word. Explain or write an example of the word. Refer to the "The word I'm learning is" anchor chart.* While students are working, circulate the room, listening to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

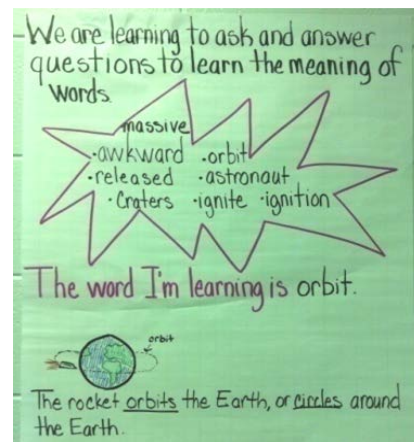
Share Time: Bring students back to the carpet to share. Have students share one word that they are learning, how they determined the meaning of the word, their sentence, and picture. Be sure to have students explain how they figured out the meaning of the word.

Sample Thinking Stems/Anchor Chart:

- What is the meaning of _____ on page _____?
- What helped you to figure out the meaning of the word?
- How did asking questions help you to figure out the meaning of the word _____?

Formative Assessment Opportunities:

- As students turn and talk, listen in to their conversation and provide support and guidance when needed.
- When students are working with their partner, monitor students and provide guidance and support when needed.
- Reader's Notebook: "The word I'm learning is" activity. Are students able to identify unfamiliar words? Are students able to determine the meaning by answering and asking questions?



Objective: Students will determine the main idea of a text; recount key details and explain how they support the main idea of the text.

Lesson Seed #10

Learning Target:

I can separate important information from interesting details. (RI.3.2)

Interactive Read Aloud:

Choose and read aloud informational texts. During the read aloud, you will want to model for students what good readers do while reading informational texts. You will also want to expose students to a variety of different genres and types of informational reading including magazines, newspapers, and the Internet.

Note: Readers often face numerous challenges when reading informational texts such as unfamiliar vocabulary, different text structures, and a lot of details and facts. Students will often struggle with determining importance because they get lost in the details they find interesting. You will have to model a variety of strategies to help students determine the main idea of a text. One strategy is to show students how to distinguish interesting details from important information. Once students have lifted the key details from the text, they can then think about how these details fit together and determine the big ideas of the text or the main idea.

Mini-Lesson: (RI.3.2, RI.3.1, 3.5, 3.10; SL.3.1a, 3.1b, 3.1c, 3.2, 3.6; RF.3.4a; W.3.8; L.3.6)

Introduce the article “At Home in the Arctic,” located in the Source Book of Short Text. Before reading, point out 3-4 important vocabulary words that students will need to know to understand the article. Quickly preview the article noticing text features including the title, photographs, and captions. *I am thinking that this article will be about polar bears and how they are able to live in the Arctic.* Explain to students that when reading informational texts it is helpful to separate the interesting details from the important details. This helps the reader to remember the important things about the topic. Sometimes readers are distracted by all of the interesting facts and details. *As we read this article we are going to sort through the important information from the interesting details. To do this we are going to ask ourselves “What is important for me to remember in this section?” To make it easier to sort we are going to use a two-column form. We will list the important information in the first column and the interesting details in the second column.*

Read aloud the first paragraph. *Wow! This paragraph is packed with information. At first the author is describing what the polar bear looks like as it lays on the ice. Then she lists all the places that a polar bear lives. I can’t possibly remember all of these places but I can remember that they are all cold. Then she goes on to say that the polar bear has many adaptations that allow it to adapt in this frozen environment. I think that this is the most important information to remember because after previewing the article I think we are going to find out how the polar bear is able to adapt to this frozen environment.* Write this detail under “Important Information.” Continue to read the next section under the heading “Warm Coats,” thinking aloud about which details are important to remember and which details are interesting and record on chart (see anchor chart).

Guided practice: (this may occur during the next mini-lesson) Project a copy of the next section on the visualizer and/or provide students with a copy of the text. Before reading aloud, explain to students that they are going to listen for the important information. *Which details do we need to remember?* After reading the section aloud have students turn and talk with a partner about which details are important to remember and which details are interesting. Have students share out asking them to explain their thinking. Write their thinking on the chart.

Work Time: Send students off with a copy of the text “At Home in the Arctic” and a two-column chart (students could also draw a two-column chart in their reader’s notebook). Have them either read the rest of the article or another section independently. Remind students of their purpose for reading which is to sort out the interesting information from the interesting details. This independent practice from the mini-lesson should last no more than 20 minutes. Pull a small focus group of students who you think may have difficulty working independently. Students will also read text that is at their independent reading level. While students are working, circulate the room, listen to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share Time: Bring students back together and have them share out the details they found interesting and important. Have students explain their thinking about why they chose a detail to be either important or interesting.

Sample Thinking Stems/Anchor Chart:

- This is really important...because...
- I think the author wants me to remember...
- Which details are important for me to remember? Why?

Important Information	Interesting Details
• polar bears have many adaptations that help it live in a frozen environment.	• Their fur can keep them warm in temp as low as 50° below Zero.
• Their fur protects them from the cold.	• Males can weigh up to 1,600 pounds.
• Their paws are wide so they can walk on snow.	• Their scientific name is <i>Ursus maritimus</i> .

Formative Assessment Opportunities:

- As students turn and talk, listen to their conversation and provide support and guidance when needed.
- Collect and analyze student’s two-column charts. Do students have a clear distinction between important information and interesting details?

Objective: Students will determine the main idea of a text; recount key details and explain how they support the main idea of the text.

Lesson Seed #11

Learning Target: I can determine the main idea of a text by sorting out the important details. (RI.3.2)

Interactive Read Aloud: Choose and read aloud informational texts. During the read aloud, you will want to model for students what good readers do while reading informational texts. You will also want to expose students to a variety of different genres and types of informational reading including magazines, newspapers, and the Internet.

Note: This seed is a continuation of seed #10. Students will need their two column charts from this lesson and a copy of the text “At Home in the Arctic.”

Mini-Lesson: (RI.3.2, RI.3.1, 3.5, 3.10; SL.3.1a, 3.1b, 3.1c, 3.2, 3.6; RF.3.4a; W.3.8; L.3.6)

Tell students that sometimes it can be difficult to pick out the main ideas of informational texts. This is because there are often tons of interesting facts and details and the reader sometimes has trouble separating these from the bigger ideas. Yesterday we worked on separating out the important details from the interesting details. Today we are going to take the important details from our two-column chart and see how they fit together to give us the main idea of the text or the most important point the author is trying to make. Read aloud the first 2 details under the heading “Important Details.” Think aloud about how these details fit together. *The first detail we wrote down was “Polar bears have many adaptations that help it live in a frozen habitat.” The second detail is “Their fur protects them from the cold.” I think that the second detail is an example of how the polar bear is able to live in this frozen habitat. Let’s read the next detail. “Their paws are wide so that they can walk on snow.” This is another example of how they are able to live in a frozen habitat. I am starting to notice a pattern. Turn and talk to your partner about what you are noticing? What are you thinking the author wants us to know about polar bears?* Have students share out their thinking.

Guided practice: (This may occur during the next mini-lesson.) Have students work with a partner to read through the rest of the details and discuss what other big ideas they noticed. Have partners record their thinking on their two-column organizer. Bring students back together and have students share out their thinking and chart their ideas. *Now, what do we think the main idea of the text is? What does the author want us to know about polar bears?* Explain to students that this is the main idea of the text. *Did you notice that to find the main idea we started by sorting out the important details from the interesting. Then we noticed how the important details came together to help us determine the main idea.* Before sending students off to work time, have students turn and talk about what strategies they used to determine the main idea. Chart these strategies, adding new strategies as they are introduced (see anchor chart below).

Work Time: Provide students with a variety of informational articles to choose from for independent writing and a two-column organizer to record their thinking. Have students work with a partner to read an article while sorting out important details and interesting details. Then have them work with their partner to read through their important details, talking about how they are connected. Then have them record the main idea of the text. Remind them to ask themselves “What does the author want we me to know about _____?” While students are working, circulate the room, listen to their reading or pull small groups of students to provide focus group instruction for students who need additional support.

Share Time: For share time, have partners pair up with another partnership that read the same article. Have them share what they think the main idea of the article is and why they think that. While students are sharing listen to their thinking.

Sample Thinking Stems/Anchor Chart:

- What does the author want you remember in this section?
- Which details are important to remember?
- What does the author want you to know about ____?
- What is the main idea of this passage?

Strategies for Determining Main Idea

1. We preview the text asking ourselves "What will this text be about?"
2. We separate what's important from what's interesting.
3. We notice how the important information comes together to help us determine the

Formative Assessment Opportunities:

- After work time collect and analyze students' two-column organizers. Are students able to sort out the interesting details from the important details? Are students able to determine the main idea?
- Exit slip: Explain to a second grader what a main idea is and strategies readers use to find the main idea of a text.

Lesson Seed #12

Learning Targets:

I can summarize the important points the author is trying to make. (RI.3.2)

I can determine the main idea of a text. (RI.3.2)

Note: This seed is a continuation of Seeds 10 and 11. In this lesson you will show students how to pause after reading a chunk of text and say "This part was mostly about..." and then take notes in the margin. This is a skill that is foundational to summarizing. After reading, students can think about how all of these key details come together and determine the main idea of the text. This strategy can be used when students are reading in science and social studies to help them remember the big ideas.

Mini-Lesson: (RI.3.2, RI.3.1, 3.5, 3.10; SL.3.1a, 3.1b, 3.1c, 3.2, 3.6; RF.3.4a; W.3.8; L.3.6)

Introduce the article "Polar Bears in Trouble" from the *Mini Page Archives*

<http://dc.lib.unc.edu/cdm4/document.php?CISOROOT=/minipage&CISOPTR=15218&REC=4>. Read the title, preview the text features, and point out any vocabulary you think will be important for students to understand the text. Remind students of the work they have been doing with sorting important information from interesting details and how this strategy helps students to remember the key details. Explain to students that today you want to teach them another way to hold on to the information they are reading. *Today I want to teach you another strategy to help you determine the main idea as well as hold on to the information you are learning. To do this we are going pause after reading a chunk of text*

and then ask ourselves, "This part is teaching me..." or "This part is mostly about..." Then I am going to jot my thinking in the margins. Watch as I model how to do this.

Read aloud the first section. Think aloud about what you think is important to remember in that section, and make a note in the margin. Model how to paraphrase the information before writing in the margins. Continue with next section or until you think students are ready to practice with a partner.

Polar Bears in Trouble

The beautiful, powerful polar bear is in danger. Polar bears spend most of their lives on floating ice in the sea. But that ice is melting, and polar bears have nowhere else to go. In December, the U.S. Fish & Wildlife Service recommended that the government list the polar bear as "threatened." This would give more protection to polar bears and their habitat.

Habitat

Polar bears can live only in places where the sea is covered with ice most of the year. Their home is in the north, the Arctic.

There are about 20,000 to 25,000 polar bears in the world. More than three-quarters of them live in North America. There are five main polar bear groups, spread across the cold areas in northern Alaska, Canada, Greenland, Norway and Russia.

The importance of ice

Bears do most of their hunting from ice close to, or attached to, the shoreline. There has been ice near the land for hundreds of years.

Now, however, much of the ice is far from land. It can be 200 miles out during the summer. But polar bears can swim only about 60 miles a day. They cannot swim in high waves for much longer. Many bears are drowning before they can reach the next ice floe.

In one of the top polar bear habitats in Canada, scientists have found that the ice is melting four weeks earlier than it did 20 years ago.

This means there is less time for bears to hunt. They are not getting enough to eat. Bears in this area have been losing weight they need.

Most polar bears stay on sea ice all year, spending only short periods on land. Scientists say there has been more ice melt than normal in the last 15 years. In the last six years, the melting has speeded up even more.

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Handwritten notes in margins:
Left: Polar bears live. The ice is melting and polar bears are in danger.
Right: Most babies were dead because of ice melt. Scientists must not let Arctic polar bears go. In 2000, 1000 were born. 1000 died.

Handwritten note at bottom:
The ice is melting and they have less time to hunt.

Guided practice: (this may occur during the next mini-lesson) Provide students with a copy of the text. Have them read the next section with a partner and then determine what they think the important idea of that section is and record it in the margins. While students are working listen in to see if they are able to determine what is important about that section. Bring students back together to share their thinking. If you notice that most students are having difficulty with determining the big ideas, then either model again using a different section or offer more opportunities to practice. One way to scaffold the process for students would be to read the section aloud first, and then have students write their thinking in the margin.

Work Time: Provide students with a variety of articles to choose from for independent reading. Eventually you will want them to practice this strategy in informational texts that they have chosen, but for now you may want to select the texts. Once students have chosen an article to read, either in partners or independently, have them read the text, stopping at the end of each chunk and say "This part teaches me..." or "This part is mostly about..." Next, have them jot their thinking in the margins. Once students are finished have them read independently in text that they have chosen. While students are working, circulate the room, listen to their reading or pull small groups of students to provide focus group instruction for students who need additional support.

Share Time: Before bringing students back together have them take a minute to think about some of the strategies they used to help them determine what was important to remember about each section. You may want students to jot down 1-2 strategies they used before sharing out. Have students share out the strategies that they used and how these strategies helped them to jot the big ideas of the text. Some possible strategies might be: rereading, using headings and other text features, thinking about what the author wants me to know, sorting out interesting details, etc. Create an anchor chart of these strategies. Focus this share time on the strategies students used.

Next Steps: Once students are able to take notes about the key details while reading, you will want to show them how these details fit together to help the reader determine the main idea of the text. In the unit for weeks 7-12, you will find additional lesson seeds on determining main idea and key details.

Sample Thinking Stems/Anchor Chart:

- What does the author want you remember in this section?
- Which details are important to remember?
- What does the author want you to know about (topic) ?
- What is the main idea of this passage?

**Strategies for Determining
Main Idea**

1. We preview the text asking ourselves "What will this text be about?"
2. We separate what's important from what's interesting.
3. We notice how the important information comes together to help us determine the main idea.
4. We pause after reading a chunk to record what that section was mostly about.

Formative Assessment Opportunities:

- After work time collect and analyze students' works. Are students able to determine what is important about each section? Are students able to put their thinking in their own words? Are they only focused on interesting details?

Suggested Instructional Texts:

Rigby (R), Classroom Library (CL), Text Exemplar (E), Science (S), Social Studies (SS)

Literary	Informational
<u>Confetti Poems for Children</u> by Pat Mora (E)	"At Home in the Arctic" <u>Source Book of Short Text</u> (located in the 3-6 Comprehension Toolkit)
<u>My Name Is Jorge: On Both Sides of the River</u> by Jane Medina (E)	
<u>One Green Apple</u> by Eve Bunting (E)	
<u>Our Gracie Aunt</u> by Jacqueline Woodson (E)	

Additional Professional Resources:

- Reading Units of Study by Lucy Calkins
- Toolkit Texts (Grades 2-3)
- The Comprehension Toolkit Grades 3-6 by Stephanie Harvey and Anne Goudvis
- A Curricular Plan for The Reading Workshop Grade 3 by Lucy Calkins
- Word Savvy by Max Brand
- Comprehension Connections: bridges to Strategic Reading by Tammy McGregor
- achievethecore.org

Resources for Tier II & Tier III Interventions

- JCPS Response to Interventions website:
<http://www.jefferson.k12.ky.us/Departments/Gheens/RTI/RtI.html>
- Interventioncentral.org: <http://www.interventioncentral.org/>
- Readworks.org (K-6 reading lessons and passages): <http://www.readworks.org/>
- Literacyleader.com (lessons and resources): <http://www.literacyleader.com/>

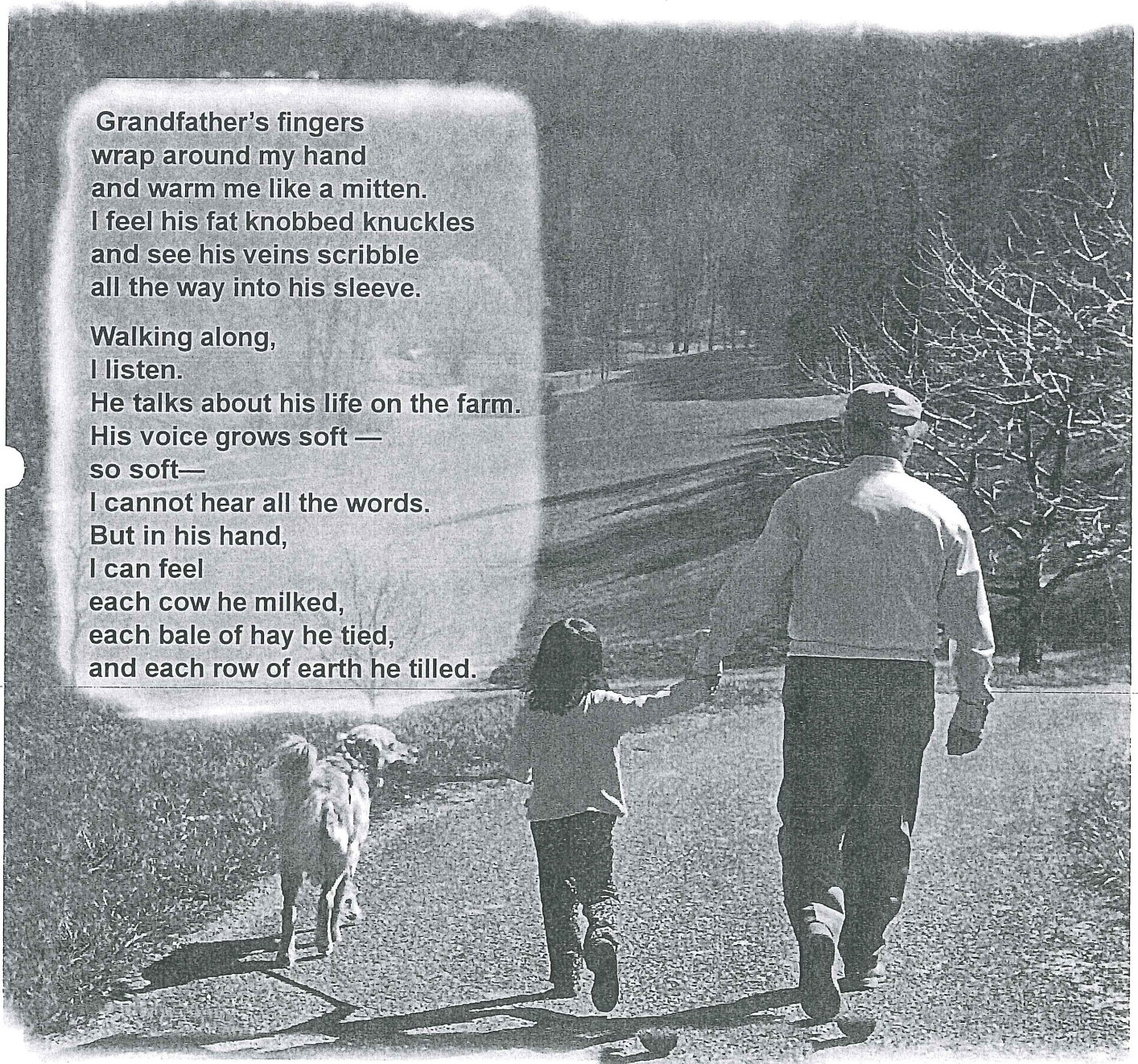
Holding Hands

by Ann Whitford Paul

Back to Unit Map

Grandfather's fingers
wrap around my hand
and warm me like a mitten.
I feel his fat knobbed knuckles
and see his veins scribble
all the way into his sleeve.

Walking along,
I listen.
He talks about his life on the farm.
His voice grows soft —
so soft—
I cannot hear all the words.
But in his hand,
I can feel
each cow he milked,
each bale of hay he tied,
and each row of earth he tilled.



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Discussion Prompts for <u>One Green Apple</u> by Eve Bunting		
Stopping Place	Reason for Stopping	Discussion Prompts
After page 7	To develop a sense of who the main character is.	<ul style="list-style-type: none"> What do we know about the main character so far? <i>Encourage students to think about her feelings and actions.</i>
After page 14	Gain a sense of how the main character feeling	<ul style="list-style-type: none"> What are you thinking about Farah? How do you know?
After page 27	To pay attention to how other characters' behavior or actions around that person can help you understand them	<ul style="list-style-type: none"> How do the other students act towards Farah? What might this tell us about her personality? <i>Encourage students to talk about how the other characters behave around Farah. In the beginning she felt like some of the students looked at her coldly while others smiled. They seem to be warming up to her when they began making juice. Have discuss why they think that is?</i>
Page 28	To think about the language the author chose	<ul style="list-style-type: none"> What do you think the author meant by "I will blend with the others the way my apple blended with the cider." <i>You may want to reread the part on page 18.</i>
At the end	To think about how characters' feelings change	<ul style="list-style-type: none"> How do you think Farah was feeling about her new school at the end? What do you think caused her feelings to change?

Bookmark for Storyteller

The title is ...

In the beginning...

(Who are the main characters?)

(Where and when does the story take place?)

Then,

Next,

After that,

And then,

Finally,

Problem

Solution

Bookmark for Listener

During the recount of the story, the storyteller included:

- ___ Main characters
- ___ The setting
- ___ The beginning
- ___ The Middle
- ___ The End
- ___ The events were in the correct order
- ___ The problem
- ___ The solution

The storyteller also:

- ___ Uses expression when recounting the story

Poem of the Week

Poems can be added to your daily routine to teach numerous foundational and literary standards. Below you will find mini-lesson ideas that support the standards.

Day 1 Teacher reads aloud for fluency. Students will hear the appropriate phrasing and expression as you read the poem.

RL.3.1 Teacher and students ask and answer questions about the poem locating as many answers as possible within the text.

Day 2 Teacher reads the poem aloud using the appropriate phrasing and expression.

F.3.4a Students choral read and or partner read.

Day 3 Read the poem aloud. Play a quick game of “What Do You Notice” about the poem. Have conversations about parts of the poem; how many stanza, rhyming, lines, etc.

RL.3.4 Locate and discuss the meaning of words and phrases as they are used in the poem. Look specifically for non-literal language (similes and metaphors) or unfamiliar words.

Day 4 Read the poem aloud and have students choral read the poem.

RL.3.5 Discuss the poem looking closely at its parts. Describe how the stanzas build on each other. Think aloud about how each stanza continues a story, describes an event or person, creates an image of something or someone, etc.

Day 5 Students read the poem and may add the poem to a poetry notebook. Students write about the poem. Possible questions for student response:

- When the author said _____ what did he/she really mean?
- How does the narrator feel about _____?
- What does the author/narrator want us to learn?
- What language/words did the author use to _____?
- What line from the poem best describes _____?